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ABSTRACT

This sophomore English curriculum guide for the secondary school provides (1) behavioral objectives, written work assignments, directions and a list of book selections for varying levels of prose literature and American literature; (2) assignment sheets for a freshman skills review and for compositions using analogy, explanation of a process, descriptions, narratives, explanation of an idea, metaphors, similes, allegory, alliteration, and ballads; (3) assignment sheets for preparing a research paper using bibliographies, note cards, and source and information cards; and (4) behavioral objectives, written work assignments, directions, and a list of drama selections for three levels of drama. (HOD)

ED102568

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SOPHOMORE ENGLISH CURRICULUM

BeWise

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NOL HOLT

CS 202 768

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SOPHOMORE PROSE LITERATURE

Work Packet and Evaluation Sheet

(Completion time: 9 weeks)

Level I

CONVERSE COUNTY HIGH SCHOOL

Douglas, Wyoming

Student's Name_____

Contents of this packet:

-Literary behavioral objectives and written work assignments (included in capital letters with the objectives)

-Directions

-List of book selections (Note: substitutions of books not on this list are possible, but all substitutions must be cleared by an instructor. The instructor must initial such a substitution on your record sheet before you begin reading a book!)

Objectives:

1. The student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The student will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. The student will be able to identify, compare, and discuss the various types of literature.

4. The students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. The student will be able to identify and discuss conflict as it appears in various literary works.

6. The student will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works.

7. The student will be able to identify and discuss the setting(s) of various literary works.

8. The student will be able to identify and discuss character(s) as it appears in various literary works.

9. The student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

DIRECTIONS:

The student will read three (3) of the following twenty-five (25) novels and non-fiction works. Then study the objectives and do the written work for each of the selections he chooses to read.

OBJECTIVES AND WRITTEN WORK INSTRUCTIONS: Do all work in complete sentences. Use ink.

1. Literature deals with a subject and expresses that subject as a theme. The basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works. WRITE A ONE-PAGE DISCUSSION ON THE SUBJECT AND THEME FOR EACH SELECTION HE READ. (example: The subject of Great Expectations is growing up. The theme is that growing up is a flexible situation involving many different attitudes.)

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, students will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles. WRITE A ONE-PAGE DISCUSSION ABOUT THE STYLE OF EACH BOOK, COMPARING IT WITH THE STYLE OF OTHER BOOKS.

3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, the student will be able to identify, compare, and discuss the various types of literature. WRITE A ONE-PARAGRAPH DICTIONARY DEFINITION FOR EACH OF THE FOLLOWING LITERARY TYPES AND IDENTIFY WHICH TYPE IS MOST LIKE THE BOOK YOU READ: ESSAY (NON-FICTION), POETRY, DRAMA, SHORT STORY, NOVEL, AUTOBIOGRAPHY, BIOGRAPHY, JOURNAL.

4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works. WRITE A ONE-PAGE DISCUSSION WHICH COMPARES THE LIKENESS AND DIFFERENCE BETWEEN THE BOOK YOU READ AND ONE OTHER LITERARY WORK. (Example: Contrast and compare Moby Dick and the Old Man and the Sea.

5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, you will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown. Write A ONE-PAGE DISCUSSION COVERING ALL THE EXAMPLES OF CONLLICT WHICH APPEAR IN THE BOOK HE READS.

6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objectives 5 to help you with conflict. WRITE A THREE TO FIVE-PAGE DISCUSSION OF THE PLOT OF THE BOOK. TELL, IN DETAIL, WHAT HAPPENED,WHO IT HAPPENED TO, AND WHY IT HAPPENED. INCLUDE MATERIAL REFERING TO COMPLICATIONS, CONFLICT, AND RESOLUTION.

7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, the student will be able to identify and discuss the setting(s) of various literary works. WRITE A ONE-PAGE DISCUSSION ON THE SETTING(S) OF THE BOOK YOU READ. INCLUDE BOTH TIME AND PLACE. <u>INCLUDE DETAILS.</u>

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works. WRITE A CHARACTER SKETCH FOR EACH MAIN CHARACTER OF THE BOOK (ask the instructor if you are unsure about doing a sketch for a particular character). INCLUDE SUCH THINGS as PHYSICAL APPEARANCE, ATTITUDES, AMBITIONS, LIKES,DISLIKES, ETC.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, the student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works. WRITE A TWO TO THREE-PAGE DISCUSSION ON WHAT THE BOOK IS "TRYING TO SAY". COMMENT ON SUCH POINTS AS SYMBOLISM, PURPOSES OF THE WORK, AND ITS SIMILARITY TO THE WORKS HE HAS READ.

METHOD OF DOING WRITTEN WORK:

1. Include a cover or title page which includes:

   your name
   title of the book and author's name
   the date work is turned in

2. Do all work in complete sentences on 8½ x 11 inch paper.

3. Staple all pages together. Do not hand in any material until all work has been completed.

BOOK SELECTIONS

1. SHANE by Jack Shaffer
   A western novel of a boy, a gunfighter, and a range war.

2. MY ANTONIA by Willa Gather
   A fiction life-story of a woman in early-day Nebraska.

3. THE SILENT WORLD by Jacques Cousteau
   A non-fiction book examining undersea exploration and archaeology as seen by modern-day scuba divers. Some photographs.

4. IDYLIS OF THE KING by Alfred Tennyson
   A verse-fiction form of the King Arthur legends.

5. ANNA AND THE KING by Margaret Laudon
   The original "King and I" story. A young Englishwoman goes to Siam to educate the numerous children of an oriental ruler.

6. A SEPARATE PEACE by John Knowles
   World War II novel of growing up in a military academy. Now a movie.

7. JOHNNY TREMAIN by Esther Forbes
   Novel of a young boy growing up in Revolutionary War-era Boston. ...he is an apprentice silversmith and eventually aids Paul Revere.

8. WHEN THE LEGENDS DIE by Hal Borland
   A modern-day Indian returns to nature to find his heritage.

9. A CONNECTICUT YANKEE IN KING ARTHUR'S COURT by Mark Twain
   A skeptical New England Yankee is magically transported back to King Arthur's England.

10. EXODUS by Leon Uris
    The dramatic re-telling of the organization of the new nation of Israel. Lots of action.

11. NO TIME FOR SERGEANTS by Mac Hyman
    Zaney misadventures of military life as seen through the experiences of an enlisted man. Was a television show.

12. FARMER IN THE SKY by Robert A. Heinlein
New worlds in space and the people to live on them.

13. THE UGLY AMERICAN by William Lederer and Eugene Burdick
A searing indictment of American foreign policy and dollar diplomacy of the 1950's. Is a movie.

14. THE LONGHORNS by J. Frank Dobie
A sweeping tale of the American West. Tells about cowboys, cattle and killings.

15. CHEYENNE AUTUMN by Marie Sandoz
The re-telling of the Northern Cheyenne Indians' return to Yellowstone Country from their Oklahoma prison. Set partly in this area.

16. GIANTS IN THE EARTH by O.E. Rolvaag
The Dakota Territory of the 1880's as seen by Scandanavian imigrants.

17. THE OLD MAN AND THE SEA by Ernest Hemingway
Short novel of an old man who battles the sea to take his prize fish to a town that views him as a nobody.

18. THE LILIES OF THE FIELD by William Barrett
A black man and Catholic nun work together to see a dream come true.

19. THE SCARLET LETTER by Nathaniel Hawthorne
A classic tale of sin and guilt set in early-day Puritan Massachusetts.

20. MOBY DICK by Herman Melville
Whaling adventure of the 1800's. Tells of the personal battle between the ship's captain and the "Great White Whale".

21. THE ROBE by Lloyd Douglas
A tale of Christ's garments and their effect on the life of a young Roman Soldier.

22. THE COUNT OF MONTE CRISTO by Alexander Dumas
A man sentenced to life imprisonment for a crime he did not commit, escapes from a notorious prison to enact a terrible vengence on his enemies.

23. TO KILL A MOCKINGBIRD by Harper Lee
    A young child relives the tramatic events of a black man's trial in a sultry Southern town.

24. THE RED BADGE OF COURAGE by Stephen Crane
    A young man gets his first taste of fear during the Civil War.

25. AN AMERICAN TRAGEDY by Theodore Dreiser
    The story of a man who gives up his life in desperate pursuit of success.

SOPHOMORE PROSE LITERATURE-LEVEL I

NAME_____

STARTING DATE (to be filled in by student)_____

FINISHING DATE_____

1. Selection I:
   Title:_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   _____
   Date:_____

2. Selection II:
   Title:_____
   Author:_____
   Testing Device:_____
   Testing results:_____
   _____
   _____
   _____
   Date:_____

3. Selection III:
   Title:_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   _____
   Date:_____

SOPHOMORE PROSE LITERATURE

Work Packet and
Evaluation Sheet

(Completion time: 9 weeks)

LEVEL II

CONVERSE COUNTY HIGH SCHOOL

DOUGLAS, WYOMING

Student's Name_____

Contents of this packet:

-Literary behavioral objectives and written work assignments (included in capital letters with the objectives)

-Directions

-List of book selections (Note: substitutions of books not on this list are possible, but all substitutions must be cleared by an instructor. The instructor must initial such a substitution on your record sheet before you begin reading a book!)

NOTE: If students desire a more structured literature program, they may substitute the "Sophomore American Literature" packet.

Objectives:

1. The student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The student will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. The student will be able to identify, compare, and discuss the various types of literature.

4. The students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. The student will be able to identify and discuss conflict as it appears in various literary works.

6. The student will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works.

7. The student will be able to identify and discuss the setting(s) of various literary works.

8. The student will be able to identify and discuss character(s) as it appears in various literary works.

9. The student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

DIRECTIONS FOR ACTIVITIES:

Read five (5) of the following twenty-give (25) novels and non-fiction works. Then study the objectives and do the written work for each of the selections you choose to read.

OBJECTIVES AND WRITTEN WORK INSTRUCTIONS: Do all work in complete sentences. Use ink.

1. Literature deals with a subject and expresses that subject as a theme. the basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works. WRITE A ONE-PAGE DISCUSSION ON THE SUBJECT AND THEME FOR EACH SELECTION HE READ. (example: The subject of Great Expectations is growing up. The theme is that growing up is a flexible situation involving many different attitudes.)

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, student will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles. WRITE A ONE-PAGE DISCUSSION ABOUT THE STYLE OF EACH BOOK, COMPARING IT WITH THE STYLE OF OTHER BOOKS.

3. Literary forms have common characteristics that make it possible for them to be classified into types. Therefore, the student will be able to identify, compare, and discuss the various types of literature. WRITE A ONE-PARAGRAPH DICTIONARY DEFINITION FOR EACH OF THE FOLLOWING LITERARY TYPES AND IDENTIFY WHICH TYPE IS MOST LIKE THE BOOK YOU READ. ESSAY (NON-FICTION), POETRY, DRAMA, SHORT STORY, NOVEL, AUTOBIOGRAPHY, BIOGRAPHY, JOURNAL.

4. Contrast between and likeness of elements are important aspects of pattern and form in literature. Therefore, students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works. WRITE A ONE-PAGE DISCUSSION WHICH COMPARES THE LIKENESS AND DIFFERENCE BETWEEN THE BOOK HE READ AND ONE OTHER LITERARY WORK. (Example: Contrast and compare Moby Dick and the OLD MAN AND THE SEA.)

5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, the student will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown. WRITE A ONE-PAGE DISCUSSION COVERING ALL THE EXAMPLES OF CONFLICT WHICH APPEAR IN THE BOOK HE READS.

6. Plot in storied literature moves from complication, through conflict, to resolution. Therefore, students will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works. Refer to the material in objectives 5 to help you with conflict. WRITE A THREE TO FIVE-PAGE DISCUSSION OF THE PLOT OF THE BOOK. TELL, IN DETAIL, WHAT HAPPENED,WHO IT HAPPENED TO, AND WHY IT HAPPENED. INCLUDE MATERIAL REFERING TO COMPLICATIONS, CONFLICT, AND RESOLUTION.

7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, the student will be able to identify and discuss the setting(s) of various literary works. WRITE A ONE-PAGE DISCUSSION ON THE SETTING(S) OF THE BOOK YOU READ. INCLUDE BOTH TIME AND PLACE. INCLUDE DETAILS.

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works. WRITE A CHARACTER SKETCH FOR EACH MAIN CHARACTER OF THE BOOK (ask the instructor if you are unsure about doing a sketch for a particular character). INCLUDE SUCH THINGS as PHYSICAL APPEARANCE, ATTITUDES, AMBITIONS, LIKES,DISLIKES, ETC.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, the student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works. WRITE A TWO TO THREE-PAGE DISCUSSION ON WHAT THE BOOK IS "TRYING TO SAY". COMMENT ON SUCH POINTS AS SYMBOLISM, PURPOSES OF THE WORK, AND ITS SIMILARITY TO THE WORKS HE HAS READ.

METHOD OF DOING WRITTEN WORK:

1. Include a cover or title page which includes:

   your name
   title of the book and author's name
   the date work is turned in

2. Do all work in complete sentences on 8½ x 11 inch paper.

3. Staple all pages together. Do not hand in any material until all work has been completed.

1. THE SCARLET LETTER by Nathaniel Hawthorne
   A Classical story of love, pride, and sin.

2. MY ANTONIA by Willa Cather
   A fiction life-story of a woman in early-day Nebraska.

3. THE SILENT WORLD by Jacques Cousteau
   A non-fiction book examining undersea exploration and archaeology as seen by modern-day scuba divers. Some photos.

4. IDYLIS OF THE KING by Alfred Tennyson
   A verse-fiction form of the King Arthur legends.

5. ANNA AND THE KING OF SIAM by Margaret Landon
   The original "King and I" story. A young Englishwoman goes to Siam to educate the numerous children of an oriental ruler.

6. A SEPARATE PEACE by John Knowles
   World War II novel of growing up in a military academy. Now a movie.

7. JOHNNY TREMAIN by Esther Forbes
   Novel of a young boy growing up in Revolutionary War-era Boston...he is an apprentice silversmith and eventually aids Paul Revere.

8. WHEN THE LEGENDS DIE by Hal Borland
   A modern-day Indian returns to nature to find his heritage.

9. A CONNECTICUT YANKEE IN KING ARTHUR'S COURT by Mark Twain
   A skeptical New England Yankee is magically transported back to King Arthur's England.

10. EXODUS by Leon Uris
    The dramatic re-telling of the organization of the new nation of Israel. Lots of action.

11. NO TIME FOR SERGEANTS by Mac Hyman
    Zaney misadventures of military life as seen through the experiences of an enlisted man. Was a television show.

12. MOBY DICK by Herman Melville
    Adventure story of Moby Dick, the great white whale, and the men who sought him.

13. THE UGLY AMERICAN by William Lederer and Eugene Burdick
    A searing indictment of American Foreign policy and dollar diplomacy of the 1950's. Is a movie.

14. THE LONGHORNS by J. Frank Dobie
A sweeping tale of the American West. Tells about cowboys, cattle and killings.

15. CHEYENNE AUTUMN by Marie Sandoz
The re-telling of the Northern Cheyenne Indians' return to Yellowstone Country from their Oklahoma prison. Set partly in this area.

16. GIANTS IN THE EARTH by O.E. Rolvaag
The Dakota Territory of the 1880's as seen by Scandanavian imigrants.

17. THE HAUNTING OF HILL HOUSE by Shirley Jackson
A tale of a house with an evil mind of its own.

18. THE LILIES OF THE FIELD by William Barrett
A black man and Catholic nun work together to see a dream come true.

19. HUCKLEBERRY FINN by Mark Twain
Classic tale of growing up.

20. THE ROBE by Lloyd Douglas
A tale of Christ's garments and their effect on the life of a young Roman soldier.

21. THE COUNT OF MONTE CRISTO by Alexander Dumas
A man sentenced to life imprisonment for a crime he did not commit, escapes from a notorious prison to enact a terrible vengence on his enemies.

22. ROBINSON CRUSOE by Daniel Defore
A shipwreck, one survivor, and a deserted island.

23. THE RED BADGE OF COURAGE by Stephen Crane
A young man gets his first taste of fear during the Civil War.

24. DON QUIXOTE by Miquel de Cervantes
Don Quixote, thought to be a fool by some, a knight by himself, and a murderer by windmills.

25. AN AMERICAN TRAGEDY by Theodore Dreiser
The story of a man who gives up his life in desperate pursuit of success.

SOPHOMORE PROSE LITERATURE-LEVEL II - III

NAME_____

Starting Date (to be filled in by student)_____

Finishing Date_____

1. Selection I:
   Title_____
   Author:_____
   Testing device:_____
   Testing Results:_____
   _____
   _____
   Date:_____

2. Selection II:
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   Date:_____

3. Selection III:
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   Date;_____

4. Selection IV
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results_____
   Date_____

5. Selection V
   Title_____
   Author_____
   Testing Device:_____
   Testing Results_____
   Date_____

SOPHOMORE PROSE LITERATURE

WORK PACKET AND
EVALUATION SHEET

(Completion time: 9 weeks)

LEVEL III

CONVERSE COUNTY HIGH SCHOOL

DOUGLAS, WYOMING

Student's name _____

Contents of this packet:

-Literary behavioral objectives and written work assignments (included in capital letters with the objectives)

-Directions

-List of book selections (Note: substitutions of books not on this list are possible, but all substitutions must be cleared by an instructor. The instructor must initial such a substitution on your record sheet before you begin reading a book!)

NOTE: If students desire a more structured literature program, they may substitute the "Sophomore American Literature" packet.

Objectives:

1. The student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works.

2. The student will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles.

3. The student will be able to identify, compare, and discuss the various types of literature.

4. The students will be able to identify, compare, and discuss contrast and likeness as they appear in various literary works.

5. The student will be able to identify and discuss conflict as it appears in various literary works.

6. The student will be able to identify and discuss complications, conflict, and resolution as they appear in various literary works.

7. The student will be able to identify and discuss the setting(s) of various literary works.

8. The student will be able to identify and discuss character(s) as it appears in various literary works.

9. The student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works.

DIRECTIONS FOR ACTIVITIES:

Read five (5) of the following twenty-give (25) novels and non-fiction works. Then study the objectives and do the written work for each of the selections you choose to read.

OBJECTIVES AND WRITTEN WORK INSTRUCTIONS: Do all work in complete sentences. Use ink.

1. Literature deals with a subject and expresses that subject as a theme. the basic subjects and themes of literature are concerned with man and his relationship to his physical, social, and cultural world. Therefore, the student will be able to distinguish between subject and theme and be able to identify and discuss each of these concepts as they appear in literary works. WRITE A ONE-PAGE DISCUSSION ON THE SUBJECT AND THEME FOR EACH SELECTION HE READ. (example: The subject of Great Expectations is growing up. The theme is that growing up is a flexible situation involving many different attitudes.)

2. The distinctive voice of the writer speaks through his style, which essentially is a product of language--the choice and combination of words, sentence structures, and the rhythms of larger elements. Therefore, student will be able to identify, compare, and discuss the styles of particular authors and be able to compare different styles. WRITE A ONE-PAGE DISCUSSION ABOUT THE STYLE OF EACH BOOK, COMPARING IT WITH THE STYLE OF OTHER BOOKS.

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5. Much of literature deals with storied elements; such storied elements have their beginning in some type of conflict. Therefore, the student will be able to identify and discuss conflict as it appears in various literary works. Some of the more common conflicts are: man vs. man, man vs. nature, man vs. himself, man vs. society, man vs. God, man vs. the unknown. WRITE A ONE-PAGE DISCUSSION COVERING ALL THE EXAMPLES OF CONFLICT WHICH APPEAR IN THE BOOK HE READS.

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7. Much storied literature takes place in a real or imagined setting--a time and a place. Therefore, the student will be able to identify and discuss the setting(s) of various literary works. WRITE A ONE-PAGE DISCUSSION ON THE SETTING(S) OF THE BOOK YOU READ. INCLUDE BOTH TIME AND PLACE. INCLUDE DETAILS.

8. Much literature deals with and focuses on character. Therefore, students will be able to identify and discuss character(s) as it appears in various literary works. WRITE A CHARACTER SKETCH FOR EACH MAIN CHARACTER OF THE BOOK (ask the instructor if you are unsure about doing a sketch for a particular character). INCLUDE SUCH THINGS as PHYSICAL APPEARANCE, ATTITUDES, AMBITIONS, LIKES,DISLIKES, ETC.

9. Almost all literature goes beyond the plot or literal level to suggest deeper levels of meaning; such deeper levels are often suggested through image, metaphor, and symbol. Therefore, the student will be able to identify and discuss such things as image, metaphor, and symbol as they appear in various literary works. WRITE A TWO TO THREE-PAGE DISCUSSION ON WHAT THE BOOK IS "TRYING TO SAY". COMMENT ON SUCH POINTS AS SYMBOLISM, PURPOSES OF THE WORK, AND ITS SIMILARITY TO THE WORKS HE HAS READ.

METHOD OF DOING WRITTEN WORK:

1. Include a cover or title page which includes:

   your name
   title of the book and author's name
   the date work is turned in

2. Do all work in complete sentences on 8½ x 11 inch paper.

3. Staple all pages together. Do not hand in any material until all work has been completed.

BOOK SELECTIONS

1. THE HAUNTING OF HILL HOUSE by Shirley Jackson (permabound)
2. MY ANTONIA by Willa Cather (paperback)
3. THE SILENT WORLD by Jacques Cousteau (permabound)
4. IDYLLS OF THE KING by Alfred Tennyson (paperback)
5. ANNA AND THE KING OF SIAM by Margaret Landon (paperback)
6. A SEPARATE PEACE by John Knowles (paperback)
7. JOHNNY TREMAIN by Esther Forbes (permabound)
8. WHEN THE LEGENDS DIE by Hal Borland (permabound)
9. A CONNECTICUT YANKEE IN KING ARTHUR'S COURT by Mark Twain (paperback)
10. EXODUS by Leon Uris (paperback)
11. THE SCARLET LETTER by Nathaniel Hawthorne (Four American Novels)
12. MOBY DICK by Herman Melville (Four American Novels)
13. THE UGLY AMERICAN by William Lederer and Eugene Burdick (permabound
14. THE LONGHORNS by J. Frank Dobie (paperback)
15. CHEYENNE AUTUMN by Marie Sandoz (paperback)
16. GIANTS IN THE EARTH by O.E. Rolvaag (paperback)
17. THE RED BADGE OF COURAGE by Stephen Crane (Four American Novels)
18. THE ROBE by Lloyd Douglas (paperback)
19. THE COUNT OF MONTE CRISTO by Alexander Dumas (paperback)
20. TO KILL A MOCKINGBIRD by Harper Lee (permabound)
21. AN AMERICAN TRAGEDY by Theodore Dreiser (paperback)
22. LIFE OF CAESAR by Plutarch (Five World Biographies)

23. MICHELANGELO BUONARROTI by Giorgio Vasari (Five World Biographies)

24. MADAME CURIE by Eve Curie (Five World Biographies)

25. MAHATMA GANDHI by Vincent Sheenan (Five World Biographies)

SOPHOMORE PROSE LITERATURE-LEVEL II - III

NAME_____

Starting Date (to be filled in by student)_____

Finishing Date_____

1. Selection I:
   Title_____
   Author:_____
   Testing device:_____
   Testing Results:_____
   _____
   _____
   Date:_____

2. Selection II:
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   Date:_____

3. Selection III:
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results:_____
   _____
   _____
   Date;_____

4. Selection IV
   Title_____
   Author:_____
   Testing Device:_____
   Testing Results_____
   Date_____

5. Selection V
   Title_____
   Author_____
   Testing Device:_____
   Testing Results_____
   Date_____

Sophomore American Literature

Work Packet and Evaluation sheet

(Completion time: 9 weeks)

Substitute for

Levels I-II-III

Converse County High School

Douglas, Wyoming

Students name_____

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Sophomore American Literature

Individualized Student Work Packet

1. Approximate completion time = 9 weeks

2. Basic Objectives of this unit:

Students will demonstrate that they are familiar with the technical and historical aspects (see: "Directions") of American literature from the 1600's to the twentieth century.

Students will, during the course of this unit, work with novel, short stories, essay, and poetry.

Students will exhibit their familiarity with the selections by achieving an average grade of 80% on selected standardized tests and/or by completing a "literary worksheet" which evaluates character descriptions, plot descriptions, conflict recognition and analysis, and the student's own evaluation of the selection.

Specific objectives for each worksheet are found directly in front of each worksheet. You should read these very carefully because they will tell you many things you need to get from your reading. You will not necessarily be expected to meet all of the objectives, but you should ask your instructor if you have any questions.

3. Contents:

a. 6 assignment sheets with resource material lists and objectives.

You will probably want to take advantage of the resource materials. You may use as much of the material or as little as you wish--the choice is yours. Ask your instructor for help in locating the resource materials.

Go as fast or as slowly as you wish, but read very carefully

GOOD LUCK !

Objectives For:

"The Beginning of the American Tradition"

1. You will be able to identify conditions of life in this period; especially, the very different conditions in which the Puritan and the Cavalier worshiped, thought, wrote, and acted.
2. You will be able to identify and use the following vocabulary words, as they were used by Colonial authors: light, sundry, fain, desolate, beating, sheals, approbation, incorrigible, tenets, drab, appraise, diminution, vicissitudes, solicitudes, efficacy, requisite, specious.
3. You will be able to complete a literary worksheet for William Bradford's "Of Plymouth Plantation".
4. You will be able to identify characters, plot, and theme included in the works of Benjamin Franklin. Be sure to pay close attention to his Autobiography.
5. You will be able to compare the lives, works, and literary styles of Patrick Henry and Thomas Paine.
6. Given a list of selected words, you will be able to fill in the correct vocabulary for the last paragraph of Patrick Henry's "Speech in the Virginia Convention".
7. Given the seven recommendations from George Washington's "Farewell Address", you will be able to explain what each recommendation means.
8. You will be able to complete a literary worksheet for John Smith's "Captain Smith Among the Indians".

Assignment Sheet I

The Beginning of the American Tradition
(1600-1800)

A. Read in Adventures in American Literature and take the standardized test.

   a. Pages 1-13: "Historical Tradition" and "William Bradford"

B. Choose one of the following:

   a. From Adventures in American Literature (Standardized Tests)- choose one of these three:

      1. Benjamin Franklin (p. 30-49)

      2. Patrick Henry and Thomas Paine (p. 50-57)

      3. George Washington (p. 58-64)

   b. From the United States in Literature (worksheet)

      1. "Captain Smith Among the Indians" by John Smith.

Objectives For:

"Early Men of Letters"

1. You will be able to show an awareness of the roles assigned to nature and to poetry in the work of William Cullen Bryant.
2. You will be able to identify examples of the search for political and cultural identity as portrayed in the words of Washington Irving.
3. You will be able to identify symbolism in the works of Edgar Allen Poe--how its internal similarities tend to suggest patterns, and what these patterns might be.
4. You will be able to identify the major parts of a short story.
5. You will be able to point out the literary appearance of nature in a new guise--not one that is dreary, savage, and concealing wild beasts and men (as presented in "The Beginning of the American Tradition"), but one that man tames and cultivates, something that then becomes one's property.
6. You will demonstrate a knowledge of these poetic devices: onomatopoeia, assonance, consonance, and alliteration.
7. You will identify examples of symbolism in the works of Bryan, Poe, and Irving.

Assignment Sheet II

Early Men of Letters

(1800-1830)

A. Read in Adventures in American Literature and take the standardized tests.

1. Edgar Allen Poe (p. 117-147)

OR

2. Read in The United States in Literature and do worksheet on the following material:

Edgar Allan Poe (p. 206-224)

B. Choose one of the following:

1. From Adventures in American Literature (Standardized test)

1. Washington Irving (p. 99-110)

2. William Cullen Bryant (p. 111-116)

Objectives For:

"The Flowering of New England"

1. You will identify the devices and methods of simile, metaphor, and imagery, especially the role of metaphor in the fictions of Hawthorne and Melville.

2. You will prove an ability to use the mechanics of poetry, including rhyme, meter, and the forms of the sonnet and stanza.

3. You will be able to compare the selected works of James Russel Lowell and Henry Wadsworth Longfellow to each other. Be able to compare plot, structure, theme, and characterization.

4. You will be able to match five lines from Emily Dickinson's poetry with the titles of the poems they were taken from.

5. You will be able to identify the major ideas present in the works of Lowell, Longfellow, and Dickinson.

6. You will be able to successfully complete a literary worksheet on Moby Dick or the Scarlet Letter.

Assignment Sheet III

"The Flowering of New England"

(1830-1860)

A. Read one of the following:

1. From Adventures in American Literature (Standardized tests)

   A. James Russel Lowell and Henry Wadsworth Longfellow (p. 197-212)

   B. Emily Dickinson (p. 282-287)

OR

2. Herman Melville:

   A. From Adventures in American Literature (Standardized test)

      1. Herman Melville: (p. 254-281)

OR

   B. Moby Dick (worksheets) either in paperback or included in Four American Novels

OR

3. The Scarlet Letter (worksheet)in Four American Novels

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Objectives For:

"Tragedy and Renewal"

1. You will demonstrate an ability to explain the new and traditional elements in Whitman's poetry: what constitutes free verse and what features of language and technique distinguish Whitman's free verse.

2. By writing an elegy, you will prove a working knowledge of the nature of elegy as performed by Whitman.

3. You will identify local color, as demonstrated by Mark Twain

4. You will be able to identify humor and irony as used by Mark Twain; an appreciation of the function and nature of dialoque as practiced by Twain.

5. You will be able to identify those features that tend to distinguish poetry from prose; how spoken prose differs from written prose.

6. You will be able to correctly complete a literary worksheet on one of Twain's novels or his Autobiography.

Assignment Sheet IV

Tragedy and Renewal

(1860-1890)

A. Read one of the following:

1. From Adventures in American Literature (standardized tests)

   a. Walt Whitman (p. 310-331)

   b. Mark Twain (p. 340-381)

   OR

2. Mark Twain: (worksheets) Do one of the following

   a. The Adventures of Huckleberry Finn (paperback)

   b. A Connecticutt Yankee in King Arthur's Court (paperback)

   c. Autobiography (found in Four American Biographies)

Objectives For:

"The Triumph of Realism"

1. You will be able to identify the primary aspects of Stephen Crane's fictional world: how it works, what it is made of, how it is anonymous and why; how the protagonist fits into this world and how he reacts to it.

2. You will be able to identify the major forces and themes which were at work to shape the literary world in America toward the end of the nineteenth century.

3. You will be able to identify examples of irony in the Red Badge of Courage. Some of these might include:
   (a) The death of Jim Conklin
   (b) The encounter with the tattered soldier
   (c) Henry receives a blow on the head from a fleeing soldier.
   (d) The cheery man leads Henry back to his regiment
   (e) Henry encounters the sitting corpse.

6. You will successfully complete a literary worksheet on THE RED BADGE OF COURAGE.

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Assignment Sheet V

"The Triumph of Realism"

(1890-1930)

A. Read the following material and take the standardized tests.

1. From Adventures in American Lit. Stephen Crane (p. 385-479) OR Four American Novels (Read the Red Badge of Courage)

And take these four tests:

(1) Historical Introduction and Stephen Crane's Poetry

(2) Red Badge cpt. 1-6

(3) R.B. 7-13

(4) R.B. 14-24 & general review

Objectives For:

"America and the Modern World"

1. You will successfully complete a detailed literary worksheet on a modern American novel, selected from a list which your instructor has.

2. You will be able to explain the place and function of plot in short fiction.

3. You will be able to explain setting as a revelant factor in fiction; in particular, setting, as the total environment of the principal character, whose response to the environment may indicate (a) that he is a more powerful, more godlike, or more knowledgable than the reader, like Daniel Webster, or (b) that he possesses more or less the same range of power and understanding as the reader, like John Andros, or (c) that he is less able to control his behavior, fate, or world than the reader is or thinks he is, like the father in "The Egg".

4. You will be able to explain the importance of "texture" in short fiction whether the details contained in a story and the language used to describe these details deliberately point to a world which the reader can recognize as more or less his own (as in "The Baby Party" and "The Lottery") or whether metaphors and details within the story itself, thus sketching an ambiguous core of meaning or theme nestled somewhere within the first and last lines of the story (as in "The Egg" and in a unique way, "The Big Two-Hearted River").

5. You will be able to explain the importance of point of view in fiction.

6. You will be able to explain style as an integral structural or thematic device, particularly in the works of Hemingway.

7. You will be able to analyze a poem, mentioning such things as meter, rhyme, rhyme scheme, the various structures into which poems can be built, theme, and purpose.

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Assignment Sheet VI

America & The Modern World

(1930-Today)

A. Read one of the following novels, plays, poetry, and do worksheets on your selections:

The Pearl-John Steinbeck (4 Novels for Appreciation)

The Bridge of San Luis Rey

The Crucible-Arthur Miller (permabound)

Main Street-Sinclair Lewis (paperback)

All the Kings Men-Robert Penn Warner (paperback)

The Great Gatsby-F. Scott Fitzgerald (paperback)

When the Legends Die-Hal Borland (permabound)

The Grapes of Wrath-John Steinbeck (paperback)

The Haunting of Hill House-Shirley Jackson (permabound)

The Andromedia Strain-Michael Crichton (paperback)

The Old Man & the Sea-Ernest Hemingway

My Antonia-Willa Cather (paperback)

To Kill a Mockingbird-Harper Lee (permabound)

True Grit-Charles Portis (paperback)

B. From Adventures in American Lit. Choose 4 of the following selections and take a standardized test over the material.

1. Ernest Hemingway (p. 521-535)
2. William Faulkner (p. 536-549)
3. F. Scott Fitzgerald (p. 550-559)
4. John Steinbeck (p. 575-587)
5. Eudora Welty (p. 599-604)
6. Robert Frost (p. 612-624)
    a. there are two tests over this material:
        1. Shorter Poems
        2. "The Death of the Hired Man"
7. Carl Sandburg (p. 626-629)

Literary Worksheet

Sophomore American Literature

Individualized Program

Name of Student_____

Title of Selection_____

Name of Author_____

Instructions:

1. Do all of the following material.

2. You will need additional paper to do this assignment. It should be 8½ x 11, and your work should be in ink.

3. When you have done all the work, staple this sheet on top and hand in all your work.

4. Grading:

A = Superior Work----------extremely high quality work

B = Good Work----------complete and accurate work

C = Average----------do selected parts over (your instructor will aid you)

D = Fair----------Do Over

F = Failing----------Do Over

1. CHARACTERS:

Using rhe following type form, keep a list of each character in the selection. And write a description of each character (try to include as much material as you can get.) Include both physical and emotional characteristics.

Character's Name or Title	Character's Description
1.	
2.	

2. PLOT:

Write a 2-3 page description of what the selection is about. Be Specific! Tell what happened, who is happened to, when it happened, where it happened.

3. CONFLICT:

(A struggle between opposing forces) is usually a key part of a literary selection. List and explain where the conflict appears in your selection.

4. Tell why in your opinion, this was or was not a good piece of literature. Be sure to include your reasons as well as your answer. This should be approximately one page long.

Sophomore American Literature

Evaluation Sheet

Name of Student_____

Date Started_____

Date Finished_____

I. Selection and Author	II. Grades and/or Comments	Date
Worksheet #1		
A._____		
B._____		
Worksheet #2		
A._____		
B._____		
Worksheet #3		
A._____		
Worksheet #4		
A._____		
Worksheet #5		
A._____		
B._____		
C._____		
D._____		
Worksheet #6		
Novel A._____		
Short Selections B._____		
C._____		
D._____		
E._____		

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 1
FRESHMEN SKILLS REVIEW

Objective

The student will illustrate an ability to use dialogue, narrative, descriptive, voice and methods of organizing in a grammatically correct short story.

Directions

This assignment asks you to remember and use the skills you learned in the freshmen composition unit You should select a type of organization (time, space, importance) and a voice model (author, major character, minor character) to write a short story. You should also include elements of dialogue, narrative, and description.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 1
FRESHMEN SKILLS REVIEW

Supplemental Assignments
Level I

1. Write a two page short story. Use correct grammar and complete sentences. Include those elements mentioned in the directions.

   or

   List as much information as you know for these elements. Give examples and a short definition for each.

   Conversation
   Narrative
   Voice
   Organization
   Description

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 1
FRESHMEN SKILLS REVIEW

Assignments
Level II

1. Write a five page short story. Use correct grammar, spelling, and complete sentences. Include those elements mentioned in the directions

   or

   Write a one page theme for each of the following elements:

   Conversation
   Narrative
   Voice
   Organization
   Decriptior

   There will be a total of five pages. Each theme should correctly illustrate the element.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET.1
FRESHMEN SKILLS REVIEW

Supplemental Assignments
Level III

1. Write a seven page short story. Use correct grammar, spelling, and complete sentences. Include those elements mentioned in the directions

   or

   Write a two page sample theme for each of the following elements:

   Conversation
   Narrative
   Description
   Voice
   Organization

   Each theme should correctly illustrate the theme.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 2
EXPOSITION/ANALOGY

Objective

The student will illustrate an ability to make comparisons by writing a 500 word analogy.

Directions

An analogy asks the writer to analyze the parts of the two items to be compared. The, you begin by showing how these items are similar and then you show how they are different.

Expanded exposition (like this assignment) is only a series of paragraphs. Good organization will allow you to use these paragraphs to draw conclusions and convince the reader of correctness of your opinions.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 2
EXPOSITION/ANALOGY

Supplemental Assignments
Level I

1. Write a one page analogy of one of the following pairs of items:

   a. dogs and cats
   b radio and television
   c school and home
   d. brothers and sisters
   e. or a pair of items of your own choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 2
EXPOSITION/ANALOGY

Assignments
Level II

1. Write a 500 word (2 pages) composition in which you compare one of the following pairs of items:

   a. love and hate
   b. freedom and responsibility
   c. automobiles and motorcycles
   d Eastern America and Western America
   e. or a pair of items of your own choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 2
EXPOSITION/ANALOGY

Supplemental Assignments
Level III

1. Write a 500 word (2 pages) composition in which you compare one of the following pairs of items.

   a. alone and lonely
   b. freedom and responsibility
   c. classical music and popular music
   d. or a pair of items of your own choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 3
EXPOSITION/EXPLAINING A PROCESS

Objective

The student will illustrate an ability to explain a process by writing a 500 word exposition composition

Directions

This assignments asks you to look at a process, break it down into its parts and explain each part The way in which you organize the paper is related to the way you understand the elements. Try to be as complete and as logical as you can.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 3
EXPOSITION/EXPLAINING A PROCESS

Supplementary Assignments
Level I

1. Write a one page paper in which you explain one of the following process:

   a. How to bake a pie
   b. How to make a bed
   c. How to make a long distance phone call - collect
   d. or a process of your choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 3
EXPOSITION/EXPLAINING A PROCESS

Supplementary Assignments
Level II

1. Write a 500 word (2 pages) paper in which you explain one of the following processes:

   a. The method of making friends
   b. How to be a good student
   c. How a television works
   d. or a process of your own choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 3
EXPOSITION/EXPLAINING A PROCESS

Supplemental Assignments
Level III

1. Write a three page paper in which you explain one of the following processes

   a. How to pass a test
   b. How to change an enemy to a friend.
   c. How to make fewer mistakes
   d. or a process of your own choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 4
EXPOSITION/DESCRIPTION

Objective

The student will illustrate an ability to use description in an expository composition by writing a one page paper.

Direction

There are many possible ways that you can explain an idea or describe an event. Usually you select detail from the idea or event which fit your own opinion.

This assignment asks you to write a description using very selective detail. The object of the writing will be to create a specific mood.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 4
EXPOSITION/DESCRIPTION

Supplemental Assignments
Level I

1. Make a list of ten adjectives which you think illustrate the emotion of fear.

2. Write a complete sentence for each of these adjectives. Underline the adjective in the sentence.

3. Fit these same sentences into a mini-story which illustrates the single emotion of fear.

   or

   Follow the same steps with an emotion of your choice.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 4
EXPOSITION/DESCRIPTION

Assignments
Level II

1. Make a list of ten adjectives and ten verbs (action words) which illustrate one of the following emotions

   fear
   hate
   excitement
   love
   joy
   depression

2. Use this list of 20 words and create a one page short story. Remember, the story should make the single emotion very vivid.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 4
EXPOSITION/DESCRIPTION

Supplemental Assignments
Level III

1. Write a three page short story in which you carefully select verb and adjectives that illustrate a single emotion

2 Underline those words or phrase which you think help to create the single effect.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 5
EXPOSITION/NARRATIVE

Objective

The student will illustrate an ability to organize and use narrative in expository writing by writing a one page narrative.

Directions

The object of narrative writing is to tell a story. The story is usually told in crinological order. You will be expected to organize your paper in this way.

Narrative is important because you often use it as supportive evidence for an opinion you are trying to illustrate.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 5
EXPOSITION/NARRATIVE

Supplemental Assignments
Level I

1. Write a one page theme in which you describe an average saturday afternoon in your life.

2. Use narrative to tell of a single incident during that afternoon. Be sure that you relate the incident in cronological order

   or

   Write a one page theme on a subject of your choice. Include at least one incident told in narrative style using cronological order.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 5
EXPOSITION/NARRATIVE

Assignments
Level II

1. Write a two page theme in which you describe the effects of a little brother or sister on family peace and quiet

2. Use narrative to detail two specific incidents. Be sure that you relate the incidents in cronological order.

   or

   Write a two page theme on a subject of your choice. Include two incidents told in narrative style using cronological order.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 5
EXPOSITION/NARRATIVE

Supplemental Assignments
Level III

1. Write a three page theme in which you describe the role of teenagers in modern society.

2. Use narrative detail <u>three</u> specific examples of what youth has done. These examples should serve as supportive evidence to the conclusion which you are trying to make.

3. Use cronological order in all narrative sections

   <u>or</u>

   Write a three page theme on a subject of your choice. Include three incidents told in narrative style using cronological order.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 6
EXPOSITION/EXPLAINING AN IDEA

Objective

The student will illustrate an ability to use exposition to explain an idea by writing a one page paper explaining a concept.

Directions

Explaining an idea is similar to explaining a process. First, you must analyze the comparent parts of the idea and present them in some logical order.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 6
EXPOSITION/EXPLAINING AN IDEA

Supplemental Assignments
Level I

1. Write a well organized one page theme in which you explain one of the following ideas:

   a. puppy love
   b. democracy
   c freedom
   d. or a topic of your choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 6
EXPOSITION/EXPLAINING AN IDEA

Assignments
Level II

1. Write a well organized two page theme in which you explain one of the following ideas:

   a. the difference between love and hate
   b. The idea of women's equality
   c. The feelings of the American Indian
   d. on a topic of your choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 6
EXPOSITION/EXPLAINING AN IDEA

Supplemental Assignments
Level III

1. Write a well organized three page theme in which you explain one of the following ideas:

   a. all men are created equal
   b. love at first sight
   c an empty sack can not stand upright
   d. or a topic of your choice.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 7
METAPHOR

Objective

The student will illustrate an understanding of the form and use of the metaphor by writing five metaphor sentences.

Directions

The metaphor is a poetic figure of speech which is used to compare non-similar objects. The metaphor uses the verb "to be" to make this analogy

Verbs like; "is", "was", "were" are used as equal signs (=) in the construction of a metaphor sentence. For example, "The sun is a giant orange." or "Mary is a vision of beauty." Notice that most often the metaphor compares one noun with another.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 7
METAPHOR

Supplemental Assignment
Level I

1. Make a list of five nouns (people, places, or things)

2. Select five other nouns that have some similar characteristic to the original list of nouns

   Example: Sun (round, orange-yellow color)
   Orange (round, orange in color)

3 Next, put the pairs of nouns together in a complete sentence using the verb "to be" as = equal signs.

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SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 7
METAPHOR

Assignment
Level II

1. Make a list of ten nouns (people, places, or things)

2. Select ten other nouns that have some similar characteristic to the original list of nouns

   Example Sun (round, orange in color)
   Orange (round and orange)

3. Next, put the pairs of nouns together in a complete sentence using the verb "to be as = equal signs.

   or

   Write a ten - sentence paragraph in which you include ten metaphors. Label each with a number.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 7
METAPHOR

Supplemental Assignments
Level III

1. Write a one page short story in which you use (15) fifteen metaphors. Label each with a number.

   or

   Write twenty complete metaphor sentences.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 8
SIMILE

Objectives

The student will illustrate an ability to form and use similes correctly by writing five complete simile sentences.

Direction

The simile is similar to the metaphor in that it tries to show a relationship between two things or nouns. The form of the simile does not use the equal signs. The verb "to be" is replaced by either one of two words "like" or "as".

Example: Her smile was <u>like</u> a rainbow.
He was <u>as</u> big <u>as</u> a barn

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SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 8
SIMILE

Supplemental Assignment
Level I

1. Make a list of five nouns (people, places, or things)

2. Select five other nouns that have some similar characteristic to the original list of nouns

   Example Sun (round, orange in color)
   orange (round, orange in color)

3 Next, put the pairs of nouns together using the words like or as to form five complete sentences

   Example: The sun was <u>like</u> an orange

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 8
SIMILE

Assignments
Level II

1. Make a list of ten nouns (people, places or things)

2. Select ten other nouns that have some similar characteristic to the original list of nouns

   Example sun (round and orange in color)
   orange (round and orange in color)

3. Next, put the pairs of nouns together using the words "like" or "as" to form ten complete sentences.

   or

   Write a ten sentence paragraph in which you include ten similes. Label each with a number.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 8
SIMILE

Supplemental Assignments
Level III

1. Write a one page short story in which you use (15) fifteen similes. Label each with a number.

   or

   Write twenty complete simile sentences.

SOPHOMORE COMPOSITION
ASSIGNMENTS SHEET 9
ALLEGORY

Objective

The student will illustrate an understanding of the form and use of the allegory by writing a one page allegory.

Directions

The allegory is a type of writing that uses objects or animals to represent people and their actions. So, when you write an allegory, you give life to the lifeless or more life to the living. A chair may be alive and feel, or an animal may talk and own a business.

Another important aspect of allegory is that it should illustrate some characteristic of mankind: fear, love, pollution, progress.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 9
ALLEGORY

Supplemental Assignments
Level I

1. Using school room chairs as characters, write a one page allegory (short story) about what students and teachers are like today.

   or

   Write a one page allegory on a topic of your choice

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 9
ALLEGORY

Assignments
Level II

1. A group of love letters are at a convention talking about the styles and c customs of today. Make this idea into a three page allegory. Use complete sentences and conversation.

   or

   Write a three page allegory on a topic of your choice.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 9
ALLEGORY

Supplemental Assignments
Level III

1. A group of germs are the last living things in earth. They find each other and talk about what went wrong in their germ society. Complete this idea with a five page allegory (short story).

   or

   Write a five page allegory on a topic of your choice.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 10
ALLITERATION

Objective

The student will illustrate an understanding of the form and use of alliteration by writing ten sentences of alliteration.

Directions

Alliteration is an aspect of poetry which requires the writer to repeat similar sounds. For example. "Big black bugs bleed black blood." Notice that the "b" sound is used over and over.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 10
ALLITERATION

Supplemental Assignments
Level I

1. Starting with the letter "A" go down the alphabet, to "J" and write one sentence for each of the letter sounds. Make sure that your sentences are complete.

   or

   Find ten examples of alliteration sentences in books and magazines. Copy them down and submit

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 10
ALLITERATION

Assignments
Level II

1. Starting with the letter "A", go down the alphabet to "J", and write an alliteration sentence for each of those letter sounds.

2. Find five examples of alliteration sentences in books and magazines. Copy them down and submit.

   or

   Find fifteen examples of alliteration sentences and submit those.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 10
ALLITERATION

Supplemental Assignments
Level III

1. Starting with the letter "A", go down the alphabet to "J", and write an alliteration sentence for each of those letter sounds.

2. Find 10 examples of alliteration in books and magazines and submit them. Include the name of the poem or book of the alliteration.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 11
BALLAD

Objective

The student will illustrate an ability to form and use the technical requirement for a ballad by writing a 16 line ballad poem.

Directions

This ballad is a form of poetry which is used to tell a story. You will be required to write 16 lines of poetry which describes the adventures of a single character and concludes with the same sort of moral.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 11
BALLAD

Supplementary Assignments
Level I

1. Using yourself as the main character, write 16 short complete sentences which tell about one specific incident in your life.

2. Compress each of these sentences into phrases of exactly five syllables each.

3. Be sure that the final few lines conclude the story and make some sort of moral statement.

   or

   Follow the same steps with another character or incident.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 11
BALLAD

Assignments
Level II

1. Choose a famous character from history and write 16 short, complete sentences about a single incident in that person's life.

2. Compress each of these sentences into phrases of exactly five syllables each.

3. Next, find a rhyming word to end each of the phrases. Use the rhyming pattern where each new letter is a new rhyming sound.

line 1 - A	5 - C	9 - E	13 - G
2 - A	6 - C	10 - E	14 - G
3 - B	7 - D	11 - F	15 H
4 - B	8 - D	12 - F	16 - H

4. Make the final few line conclude the story and make some sort of moral statement.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 11
BALLAD

Supplemental Assignments
Level III

1. Creat an imaginary hero: Organize in your mind a single incident of this hero's life.

2. Describe this single incident in 16 short complete sentences.

3 Next, find a rhyming word to each of the phrases. Use the rhyming pattern where each new letter is a new rhyming sound

line 1 - A	5 - C	9 - E	13 - G
2 - A	6 - C	10 - E	14 - G
3 - B	7 - D	11 - F	15 - H
4 - B	8 - D	12 - F	16 - H

4 Make the final few lines conclude the story and make some sort of moral statement

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 12
RESEARCH SKILLS/BIBLIOGRAPHY SAMPLE PAGE

Objective

The student will illustrate an understanding of the form and use of the bibliography by writing a sample bibliography page on a specific subject.

Directions

A Bibliography requires specific information in a set order and punctuated in an exact way.

For books the information you need is: author's name, the title, publisher, date, volume, city of publication The order should be author first, book title, volume number, city of publication, publisher, and copyright date

Sample

Beatty, Arthur, William Wadsworth (His Doctrine and Art in their Historical Relationships) Third Edition, Madison, Wisconsin, University of Wisconsin Press, 1960.

Notice that the items are divided by commas, that the first line is indented, that the author's last name comes first and the title is underlined.

For magazine articles you follow basically the same form except you include three more items The first is the title of the article (in quotation marks), the second is the page numbers of the story itself. The third is the date of the magazine.

Sample:

Morton, H V , "Lake District, Poet's Corner of England," National Geographic Magazine, Vol. 109 (April 1956), pp. 510-45

These are the sample forms for the most common bibliography entries. You also need to know that the bibliography page is organized with all the books first arranged in alphabetical order according to the last name of the author. Next, you arrange all the magazine article in the same fashion. If the article does not have an author listed then use the first letter of the title (other than a, an, the,)

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 12
RESEARCH SKILLS/BIBLIOGRAPHY SAMPLE PAGE

Supplementary Assignment
Level I

1. Using the topic of dogs, find in the library three (3) books and three (3) magazine articles which deal with the subject

2. Copy the needed information from the books and magazines.

3. Organize a sample bibliography page using these six (6) entries.

   or

   Select a topic of your choice and follow the same procedure.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 12
RESEARCH SKILLS/BIBLIOGRAPHY SAMPLE PAGE

Assignment
Level II

1. Using the topic of drug control, find in the library a total of eight (8) books and magazine articles which deal with the subject.

2. Copy the needed information from the books and magazines.

3. Organize a sample bibliography page using these eight (8) entries.

   or

   Select a topic of your choice and follow the same procedure.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 12
RESEARCH SKILLS/BIBLIOGRAPHY SAMPLE PAGE

Supplemental Assignments
Level III

1. Using Shakespeare as a topic, find five (5) books and five (5) magazine articles which deal with any aspect of the topic.

2. Copy the needed information from these sources.

3. Organize a sample bibliography page using these ten (10) entries.

   or

   Select a topic of your choice and follow the same procedure.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 13
RESEARCH SKILLS/BIBLIOGRAPHY NOTE CARDS

Objective

The study will illustrate a understanding of the form and use of bibliography note cards by writing three cards.

Directions

You can see from the work on assignment sheet 12 that the bibliography deals with specific information in a set order. You should also know that the bibliography is the final part of the research paper. In order to write a complete and accurate bibliography you have two options. First, you could carry all the books with you until you complete your paper. Then, you copy the needed information. Or, you can copy the needed bibliography information on small note cards when you finish with each book or magazine article.

The note cards are not only more practical for carrying around, but it also makes it easier to put the books and articles in alphabetical order.

You know from assignment 12 what information is needed. All you do is put that same information on a 3 x 5 card.

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SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 13
RESEARCH SKILLS/BIBLIOGRAPHY NOTE CARDS

Supplemental Assignments
Level I

1. Using the topic of weather write three bibliography note cards on book sources and three bibliography note cards on magazine articles.

2 Place the cards in order as if they were going on the bibliography page

or

Using a topic of your choice, follow the same procedure.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 13
RESEARCH SKILLS/BIBLIOGRAPHY NOTE CARDS

Assignments
Level II

1. Using the topic of ecology, write four bibliography note cards on book sources and four bibliography note cards on magazine sources.

2. Put the cards in order as if they were going on the bibliography page.

   or

   Using a topic of your choice follow the same procedures.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 13
RESEARCH SKILLS/BIBLIOGRAPHY NOTE CARDS

Supplemental Assignments
Level III

1. Using the topic of vietnam, write five bibliography note cards on book sources and five bibliography note cards on magazine articles

2. Put these cards in order as if you were going to put them on your bibliography page.

   or

   Using the topic of your choice follow the same procedure.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 14
RESEARCH SKILLS/SOURCE CARDS AND INFORMATION CARDS

Objective

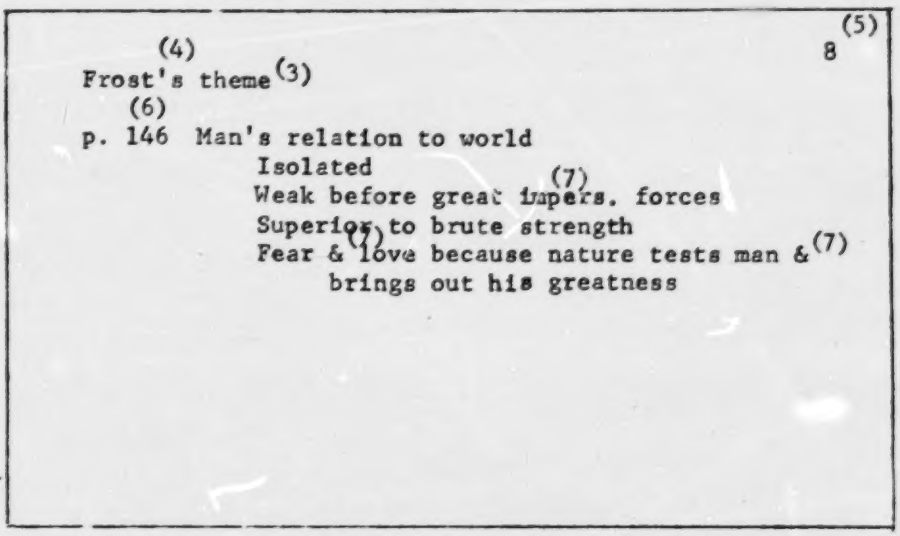
The student will illustrate and ability to make and use source and information note cards by writing five cards of each kind.

Direction

Guides for taking notes

1. Use 3 x 5 or 4 x 6 cards or slips of paper. (Do not confuse these note cards with the source cards already described)
2. Skim the selection. Reread the first paragraph. Notice headings and topic sentences. Don't take notes until you have discovered what you consider the important facts and ideas.
3. On each card write only one note, or related facts about only one topic.
4. Write the topic in the upper left corner. As you take notes and weite down topics, a rough outline of your paper will begin to form in your mind.
5. In the upper right corner write the number of the source card that identifies the source of the note.
6. At the left of the card write carefully the page on which you found the material. You will need this information for your footnotes.
7. Use your own brand of shorthand, but be sure you can read your notes later. Make free use of contractions, abbreviations, and mathematical signs such as +, =, -, ∴, <, and >. As a rule, omit articles, connectives, and the verb to be.
8. Ordinarily take notes in your own words. Jot down only facts and ideas, not the author's words. If you are recording an author's opinion, write "Mr. Lynen thinks..."
9. Copy quoted passages, names, places, and figures accurately and clearly. In a quotation preserve the spelling and punctuation of the original.
10. If you copy something word for word, enclose the passage in prominent quotation marks, a reminder that the language is not your own. Use ellipsis marks (page 378) to indicate an omission within a quotation. Enclose explanatory words of your own within the quotation in brackets (page 378).

Example of note card. (The numbers in parentheses are keyed to the preceding Guides.)



Guides for adding footnotes

1. Place the number a little above the line at the end of borrowed material.
2. Number your footnotes consecutively throughout your research paper, or begin again with number 1 on each page.
3. Give the source in a footnote at the bottom of the page. Unless your teacher prefers another arrangement, use the following forms the first time you refer to a source.

FOR A BOOK

George Wilson Nitchie, Human Values in the Poetry of Robert Frost. Durham, North Carolina, Duke University Press, 1960, p. 189.

FOR A MAGAZINE ARTICLE

John Frederick Nims, "The Classicism of Robert Frost," Saturday Review, Vol. 46 (February 23, 1963), pp. 22-23+.

FOR A NEWSPAPER ARTICLE

New York Times, August 17, 1962, p. 5, col. 6.

4. Use ibid. (ibidem, meaning "in the same place") for a later reference to the same source as in the footnote immediately preceding. If the page number differs, place a comma after ibid. and give the page number:

Ibid., ; 20.

5. To refer to a source quoted earlier but not in the immediately preceding footnote give the name of the author if only one book or article by him is used: Nims, p. 62. Some researchers add the abbreviation op. cit. (opere citato, meaning "in the work cited"):

Nims, op. cit., p. 62.

6. To save time and space, you may use these additional abbreviations in your footnotes:

c. or ca.	from the Latin circa: about (used with dates)
ed	edited by editor, edition
et al.	from the Latin et alii: and other persons
f. (plural ff.)	and the following page (pages)
l. (plural ll.)	line (and the following lines)
No., no. (plural Nos, nos.)	number (numbers)
p. (plural pp.)	page (pages)
q.v.	from the Latin quod vide: which see or whom see (a reference to a previous source)
trans.	translated by, translator, translation
vol (plural vols.)	volume (volumes)

ACTIVITY 8 Preparing the Final Copy

After thoroughly revising your paper, copy it accurately with a minimum of erasures. Retype pages when necessary. Add your footnotes.

SAMPLE PAGE FROM A TERM PAPER

There is a sense of the kinship that Wordsworth feels between man and nature in a few of Frost's poems. "All Revelation," according to one critic, is the most Wordsworthian of Frost's poems.[1] From the flowers and stars man receives a response that removes his fear of the immensity of earth and sky. In "Iris by Night" there is also a feeling of kinship as the rainbow circles around the man to protect him from dangers. When the two lovers and the two deer meet in "Two Look at Two " there is a moment of communion when nature seems to return man's love:

> A great wave from it going over them,
> As if the earth in one unlooked-for favor
> Had made them certain earth returned their love.[2]

[1] George Wilson Nitchie, Human Values in the Poetry of Robert Frost, Durham, N. C., Duke University Press, 1960, p. 29.

[2] Complete Poems of Robert Frost, New York, Holt, Rinehart and Winston, Inc., 1961, p. 283, ll. 40-42

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 14
RESEARCH SKILLS/SOURCE CARDS AND INFORMATION CARDS

Assignment
Level I

1. Using the information on forms make five note cards for source (footnote cards) and five note cards for information (see sample for note card). Use the topic of Wyoming History

Card 1	Card 2
Card 3	Card 4
Card 5	Card 1-source

Card 2	Card 3
Card 4	Card 5

Use the spaces marked on the pages as if they were 3 x 5 cards.

SOPHOMORE COMPOSITION
ASSIGNMENT SHEET 14
RESEARCH SKILLS/SOURCE CARDS AND INFORMATION CARDS

Level II

1. Using the information on form, make ten information cards and ten source (footnote) cards on the topic of the Equal Rights Amendment.

SOPHOMORE COMPOSITION
ASSIGNMENTS SHEET 14
RESEARCH SKILLS/SOURCE CARDS AND INFORMATION CARDS

Supplemental Assignments
Level III

1. Using the topic of Federal Aid to Public Education

   A. Make 10 source cards (footnote information)
   B. Make ten information cards (using the sample card as a model)
   C. Use actual 3 x 5 cards

   or

   Follow the same steps using a topic of your choice.

Sophomore Drama Work Packet and
Evlauation sheet

(completion time: 9 weeks)

Level I

Converse County High School
Douglas, Wyoming

Student's Name_____

Sophomore Drama
Level I

During the course of this unit, the student will demonstrate his ability to read dramatic literature ("plays"). He will be able to demonstrate through written and/or oral evaluations that he is able to describe the nature of the following aspects of each play he reads: setting, plot, characters, major conflict situration, theme, and resolution.

Contents of this packet:

- -directions and explanatory materials
- -drama selection list
- -sample of "Literature oral testing record Sheet"
- -sample of "Sophomore drama technical workshop"
- -drama project information
- -evaluation sheet (to be placed in your file)

Sophomore Drama Selection List

Level I

Directions: Read five (t) of the following plays and do the evaluation materials selected by your instructor:

1. Footfalls by Wilbur Daniel Steele (found in Scope 3)
2. Wetback Run by Theodore Apstein (found in Scope 3)
3. The Monkey's Paw by W. W. Jacobs (found in Scope 4)
4. Fortunata Writes a Letter by Theodore Apstein (found in Scope 4)
5. Five in Judgement by Douglas Taylor (found in Perspectives)
6. Sorry, Wrong Number by Lucille Fletcher (found in Perspectives)
7. Dino by Reginald Rose (found in Perspectives)
8. The Final War of Olly Winter by Ronald Ribman (found in Perspectives)
9. Visit to a Small Planet by Gore Vidal (found in Outlooks Through Literature)
10. Mister Roberts by Thomas Heggen and Joshua Logan

Name_____

_____Freshman
_____Sophomore

LITERATURE
ORAL TESTING RECORD SHEET

Selection_____
Author_____
Date_____

1. Subject_____
2. Theme_____
3. Author's point of view_____
4. Author's Style_____
5. Satire/irony/hyperbole_____
6. Literary type (essay, poetry, etc.)_____
7. Literary form(sonnet, parody, etc.)_____
8. Type of order, sequence (plot)_____
9. Contrast & compare with other work_____
10. Repetition, balance, rhythm_____
11. Storied elements (man vs. man, etc.)_____
12. Complication, conflict, resolution_____
13. Setting_____
14. Character_____
15. Deeper levels of meaning_____

Instructor_____
Grade and/or Comments
_____
_____
_____
_____

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Sophomore Drama
Technical Worksheet

Name_____

Date_____

Title of Play_____
Author_____
Level (Check one):
____one
____two
____three

NOTE: You should include a heading on your work which includes the material found at the top of this sheet.

Directions: Do all of the following work in ink. Use complete sentences. Do not hand in only part of this assignment at a time.

1. Plot-in not less than 1 or more than 2 pages the student will desire beiefly, the plot ("story") of the play.

2. Setting-in not less than ½ or more than 1 page tell the setting or settings of this play.

3. Theme-in not less than ½ or more than 1 page tell the theme (point) of this play.

4. Characters-describe each of the main characters of this play. If you are unsure of doing a character, ask your instructor. Describe such things as motivations, physical appearances, changes that take place, their effects on other characters.

5. Major conflict situation-in not less than ½ or more than 1 page tell what the major conflict situation is in this play (NOTE: if you are unsure of what a conflict situation is, check the sophomore literature unit)

6. Resolution-in not less than ½ or more than 1 page tell how the major conflict situation ("problem") is solved.

Drama Project Information

This part of the unit is designed to let you express yourself in relationship to one of the plays you have read. There is virtually nothing you can not do, but please discuss a project with an instructor before you begin.

Whatever you do, you will be able to explain exactly how your particular project relates to "its play."

Projects that have been done in the past include:

(1) Writing a play (see filmstrip 808.82)
(2) Collages (filmstrip 751493)
(3) Clay sculpture (filmstrips 731.7, 751.54, and 731.2)
(4) Paintings and drawings (Filmstrip 759.1 and 750)
(5) Model stage sets (filmstrip sets 792.025, 792.025)

(6) ???????

Sophomore Drama
Evaluation Sheet -Level I

NAME_____

DATE STARTED_____

DATE FINISHED_____

1. Play #1
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

2. Play #2
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

3. Play #3
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

4. Play #4
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

5. Play #5
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

6. Drama Project
   Type of Project_____
   _____Complete.....date_____
   _____Incomplete....date_____
   Comments:

SOPHOMORE DRAMA
WORK PACKET AND
EVALUATION SHEET
(Completion Time: 9 Weeks)

LEVEL II

Converse County High School
Douglas, Wyoming

Student's Name_____

Sophomore Drama
Level I I

During the course of this unit, the student will demonstrate his ability to read dramatic literature ("plays"). He will be able to demonstrate through written and/or oral evaluations that he is able to describe the nature of the following aspects of each play he reads: setting, plot, characters, major conflict situration, theme, and resolution.

Contents of this packet:

- -directions and explanatory materials
- -drama selection list
- -sample of "Literature oral testing record Sheet"
- -sample of "Sophomore drama technical workshop"
- -drama project information
- -evaluation sheet (to be placed in your file)

This unit is designed to provide students with an exposure to the world of drama. Each student will be expected to read five plays during the span of about nine weeks. A selection of plays is given in this packet. Also, each student will do a theater project.

Substitute plays (1-3 acts each) are possible, but all substitutions must be cleared with an instructor and the instructor must initial the substitution in your file.

Students are urged to listen to and view the sound filmstrip set entitled "How to Read and Understand Drama" before they begin this unit.

The evaluation methods way include any or all of the following materials, depending on a decision by your instructor. Check with your instructor before you begin reading to see which type you will receive:

- -standardized tests (80% is considered psssing)
- -"Sophomore drama teachnical worksheets" (see instructions in this packet)
- -teacher-presented oral exam (see sample in this packet)
- -specially designed exams

SOPHOMORE DRAMA SELECTION LIST
LEVEL II

Directions: Read five (5) of the following plays and do the evaluation materials selected by your instructor.

1. The Emperor Jones by Eugene O'Neil (found in Six Modern American Plays)
2. Winterset by Maxwell Anderson (found in Six Modern American Plays)
3. The Man Who Came to Dinner by Moss Hart and George Kaufman (found in Six Modern American Plays)
4. The Little Foxes by Lillian Kellman (found in Six Modern American Plays)
5. The Glass Menagerie by Tennessee Williams (found in Six Modern American Plays)
6. Mister Roberts by Thomas Heggen and Joshua Logan (found in Six Modern American Plays)
7. Our Town by Thornton Wilder (found in Adventures in American Literature)
8. Death of a Salesman by Arthur Miller (found in the library)
9. Becket by Jean Anouilh (found in permabound)
10. The American Dream and The Zoo Story by Edward Albee (counts as one play) (Found in permabound)

Name_____

_____Freshman
_____Sophomore

LITERATURE
ORAL TESTING RECORD SHEET

Selection_____
Author_____
Date_____

1. Subject_____
2. Theme_____
3. Author's point of view_____
4. Author's Style_____
5. Satire/irony/hyperbole_____
6. Literary type (essay, poetry, etc.)_____
7. Literary form(sonnet, parody, etc.)_____
8. Type of order, sequence (plot)_____
9. Contrast & compare with other work_____
10. Repetition, balance, rhythm_____
11. Storied elements (man vs. man, etc.)_____
12. Complication, conflict, resolution_____
13. Setting_____
14. Character_____
15. Deeper levels of meaning_____

Instructor_____
Grade and/or Comments
_____
_____
_____
_____

Sophomore Drama
Technical Worksheet

Name_____

Date_____

Title of Play_____
Author_____
Level (Check one):

____one
____two
____three

NOTE: You should include a heading on your work which includes the material found at the top of this sheet.

Directions: Do all of the following work in ink. Use complete sentences. Do not hand in only part of this assignment at a time.

1. Plot-in not less than 1 or more than 2 pages the student will desire beiefly, the plot ("story") of the play.

2. Setting-in not less than ½ or more than 1 page tell the setting or settings of this play.

3. Theme-in not less than ½ or more than 1 page tell the theme (point) of this play.

4. Characters-describe each of the main characters of this play. If you are unsure of doing a character, ask your instructor. Describe such things as motivations, physical appearances, changes that take place, their effects on other characters.

5. Major conflict situation-in not less than ½ or more than 1 page tell what the major conflict situation is in this play (NOTE: if you are unsure of what a conflict situation is, check the sophomore literature unit)

6. Resolution-in not less than ½ or more than 1 page tell how the major conflict situation ("problem") is solved.

Name_____

_____Freshman
_____Sophomore

LITERATURE
ORAL TESTING RECORD SHEET

Selection_____
Author_____
Date_____

1. Subject_____
2. Theme_____
3. Author's point of view_____
4. Author's Style_____
5. Satire/irony/hyperbole_____
6. Literary type (essay, poetry, etc.)_____
7. Literary form(sonnet, parody, etc.)_____
8. Type of order, sequence (plot)_____
9. Contrast & compare with other work_____
10. Repetition, balance, rhythm_____
11. Storied elements (man vs. man, etc.)_____
12. Complication, conflict, resolution_____
13. Setting_____
14. Character_____
15. Deeper levels of meaning_____

Instructor_____
Grade and/or Comments
_____
_____
_____
_____

Drama Project Information

This part of the unit is designed to let you express yourself in relationship to one of the plays you have read. There is virtually nothing you can not do, but please discuss a project with an instructor before you begin.

Whatever you do, you will be able to explain exactly how your particular project relates to "its play."

Projects that have been done in the past include:

(1) Writing a play (see filmstrip 808.82)
(2) Collages (filmstrip 751493)
(3) Clay sculpture (filmstrips 731.7, 751.54, and 731.2)
(4) Paintings and drawings (Filmstrip 759.1 and 750)
(5) Model stage sets (filmstrip sets 792.025, 792.025)

(6) ???????

Sophomore Drama
Evaluation Sheet -Level II

NAME_____

DATE STARTED_____

DATE FINISHED_____

1. Play #1
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

2. Play #2
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

3. Play #3
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

4. Play #4
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

5. Play #5
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

6. Drama Project
   Type of Project_____
   _____Complete.....date_____
   _____Incomplete....date_____
   Comments:

SOPHOMORE DRAMA
WORK PACKET AND
EVALUATION SHEET
(Completion time: 9 weeks)

LEVEL III

CONVERSE COUNTY HIGH SCHOOL
DOUGLAS, WYOMING

Student's name_____

Sophomore Drama
Level III

During the course of this unit, the student will demonstrate his ability to read dramatic literature ("plays"). He will be able to demonstrate through written and/or oral evaluations that he is able to describe the nature of the following aspects of each play he reads: setting, plot, characters, major conflict situration, theme, and resolution.

Contents of this packet:

- -directions and explanatory materials
- -drama selection list
- -sample of "Literature oral testing record Sheet"
- -sample of "Sophomore drama technical workshop"
- -drama project information
- -evaluation sheet (to be placed in your file)

SOPHOMORE DRAMA SELECTION LIST
LEVEL III

Directions: Read five (5) of the following plays and do the evaluation materials selected by your instructor.

1. J.B. by Archibald Macleish (found in permabound)
2. The Emperor Jones by Eugene O'Neil (found in Six Modern American Plays)
3. Winterset by Maxwell Anderson (found in Six Modern American Plays)
4. The Man Who Came to Dinner by Moss Hart and George Kaufman (found in Six Modern American Plays)
5. The Glass Menagerie by Tennessee Williams (found in Six Modern American Plays)
6. Mister Roberts by Thomas Heggen and Joshua Logan (found in Six Modern American Plays)
7. Our Town by Thornton Wilder (found in Adventures in American Literature)
8. Death of a Salesman by Arthur Miller (found in the library)
9. Becket by Jean Anouilh (found in permabound)
10. The American Dream and The Zoo Story by Edward Albee (counts as one play) (found in permabound)
11. The Crucible by Arthur Miller (found in the library and permabound)
12. Come Back, Little Sheba by William Inge (found in the library)
13. The Hairy Ape by Eugene O'Neil (found in the library)

Name_____

_____Freshman
_____Sophomore

LITERATURE
ORAL TESTING RECORD SHEET

Selection_____
Author_____
Date_____

1. Subject_____
2. Theme_____
3. Author's point of view_____
4. Author's Style_____
5. Satire/irony/hyperbole_____
6. Literary type (essay, poetry, etc.)_____
7. Literary form(sonnet, parody, etc.)_____
8. Type of order, sequence (plot)_____
9. Contrast & compare with other work_____
10. Repetition, balance, rhythm_____
11. Storied elements (man vs. man, etc.)_____
12. Complication, conflict, resolution_____
13. Setting_____
14. Character_____
15. Deeper levels of meaning_____

Instructor_____
Grade and/or Comments
_____
_____
_____
_____

Sophomore Drama
Technical Worksheet

Name_____

Date_____

Title of Play_____
Author_____
Level (Check one):
____one
____two
____three

NOTE: You should include a heading on your work which includes the material found at the top of this sheet.

Directions: Do all of the following work in ink. Use complete sentences. Do not hand in only part of this assignment at a time.

1. Plot-in not less than 1 or more than 2 pages the student will desire beiefly, the plot ("story") of the play.

2. Setting-in not less than ½ or more than 1 page tell the setting or settings of this play.

3. Theme-in not less than ½ or more than 1 page tell the theme (point) of this play.

4. Characters-describe each of the main characters of this play. If you are unsure of doing a character, ask your instructor. Describe such things as motivations, physical appearances, changes that take place, their effects on other characters.

5. Major conflict situation-in not less than ½ or more than 1 page tell what the major conflict situation is in this play (NOTE: if you are unsure of what a conflict situation is, check the sophomore literature unit)

6. Resolution-in not less than ½ or more than 1 page tell how the major conflict situation ("problem") is solved.

Drama Project Information

This part of the unit is designed to let you express yourself in relationship to one of the plays you have read. There is virtually nothing you can not do, but please discuss a project with an instructor before you begin.

Whatever you do, you will be able to explain exactly how your particular project relates to "its play."

Projects that have been done in the past include:

(1) Writing a play (see filmstrip 808.82)
(2) Collages (filmstrip 751493)
(3) Clay sculpture (filmstrips 731.7, 751.54, and 731.2)
(4) Paintings and drawings (Filmstrip 759.1 and 750)
(5) Model stage sets (filmstrip sets 792.025, 792.025)

(6) ???????

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Sophomore Drama
Evaluation Sheet -Level III

NAME_____

DATE STARTED_____

DATE FINISHED_____

1. Play #1
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

2. Play #2
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

3. Play #3
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

4. Play #4
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

5. Play #5
   Title_____
   Author_____
   Evaluation Device_____
   Results_____
   Date_____

6. Drama Project
   Type of Project_____
   _____Complete.....date_____
   _____Incomplete....date_____
   Comments: